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All persons with interests in the betterment of Illinois education are invited to submit manuscripts dealing with pertinent issues and innovations in Vocational/Career Education. Send two copies of typed, double spaced manuscripts (no longer than 10 pages), with photos, graphics, short author description and phone number to the Illinois Vocational Education Journal Editor, E-431, Illinois State Board of Education, 100 North First Street, Springfield, IL 62777 or call 217/782-7084 for more information.

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Collaboration

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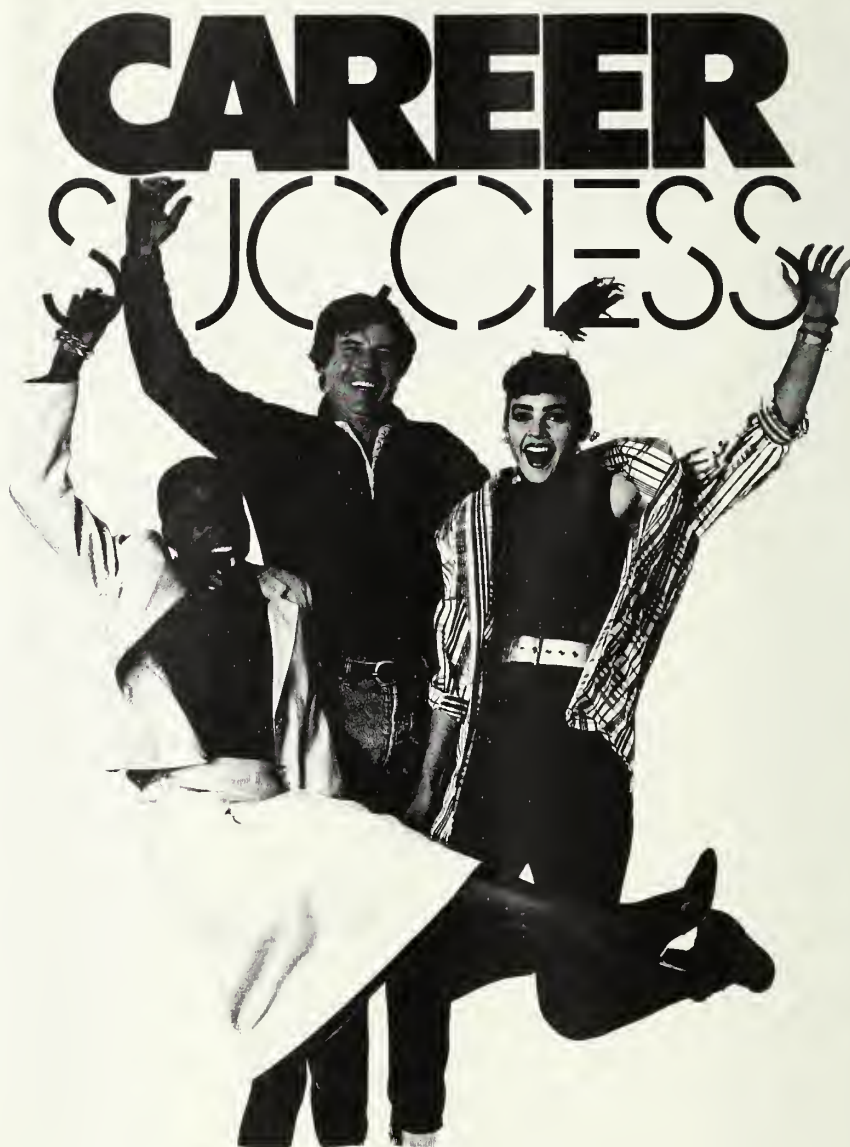
Orders Being Accepted For Vocational Magazine

Illinois is highlighted in a new national magazine created to boost awareness of vocational education.

The introductory issue of the magazine *Career Success* focuses on Illinois with three success stories about vocational students and a four-page spread on the panorama of career opportunities available through the Education for Employment regional delivery systems. In addition the publication features articles on vocational student organizations, job interview preparation and pointers, surprising facts about public vocational education, and high-tech and other careers with growth potential.

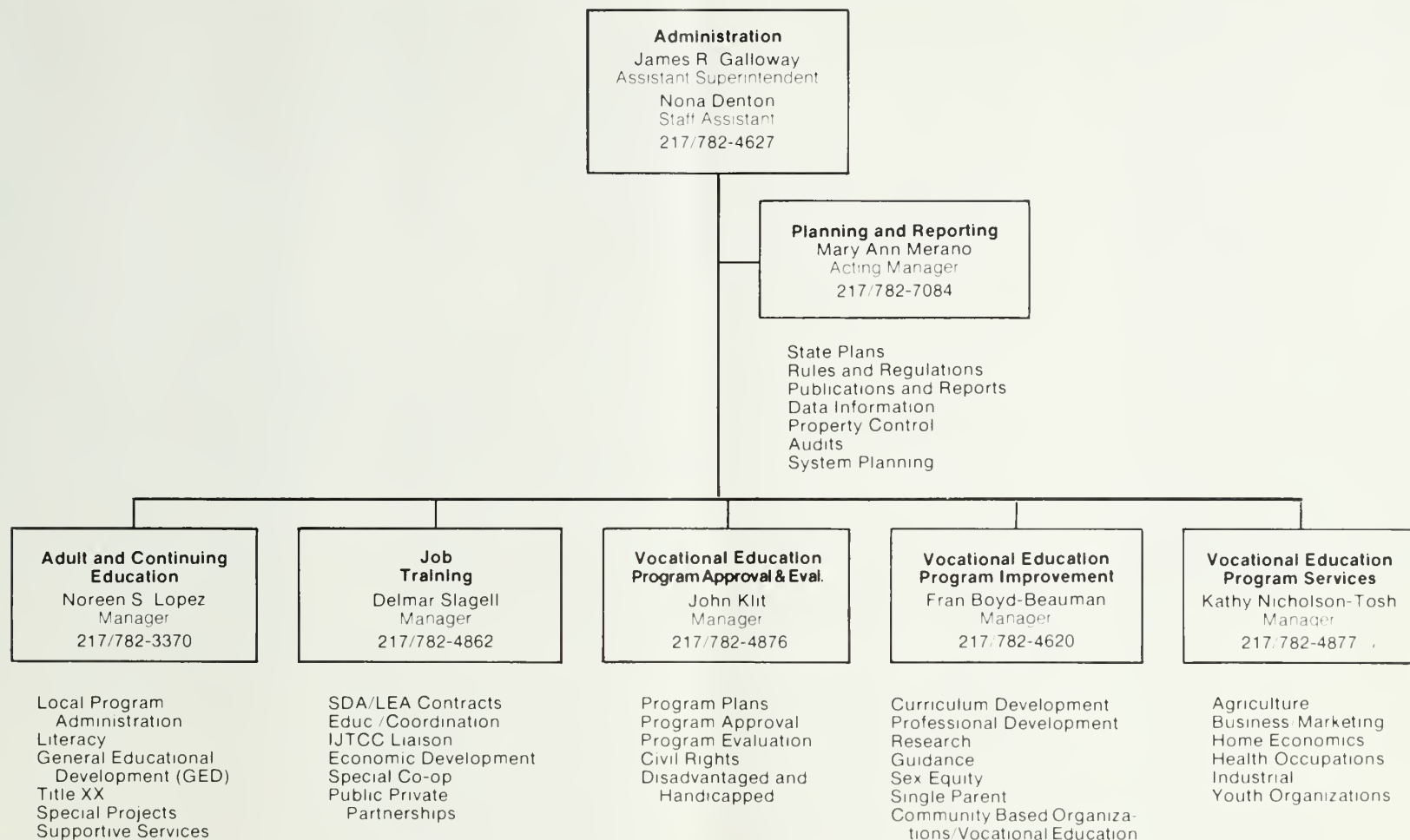
Copies of the publication are available for distribution as a public information resource to civic and community groups; business, industry and labor; parents and prospective vocational students; and the news media.

The copies may be purchased as an authorized Quality Assistance Plan expenditure for 10 cents each, postage paid, from the Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455. Orders within Illinois may be placed toll-free by calling 800/322-3905.



Cover page of the new national magazine promoting vocational education.

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION



Changes at DAVTE Part of State Board Reorganization

New names for sections, new assignments for some management staff, and new placement of a few programs highlight a recent reorganization of the Department of Adult, Vocational and Technical Education (DAVTE).

The DAVTE changes, which were effective January 1, are part of a realignment requested by State Superintendent of Education Ted Sanders for the entire State Board of Education.

New names for the sections are as follows:

- Vocational Education Program Improvement (formerly Research and Development),
- Vocational Education Program Services (formerly Consultant Services),
- Job Training (formerly Comprehensive Training),
- Planning and Reporting (formerly Compliance Reports), and
- Adult and Continuing Education (formerly Adult Education).

The new names were chosen to provide a better reflection of each section's functions under the Carl Perkins legislation and other laws.

Retaining the same name is the Program Approval and Evaluation Section.

Management assignments resulted in three sections with new managers, as follows:

1. Program Improvement—Fran Boyd-Beauman, who had been manager of the Consultant Services (now Program Services) Section.
2. Program Services—Kathleen Nicholson-Tosh, formerly the assistant manager of the Program Approval and Evaluation Section.
3. Adult Education—Noreen Lopez, previously the section's assistant manager.

Several existing programs were assigned to new jurisdictions, partly to equalize the sections' staffs and partly to consolidate administration of similar programs. Sections with new responsibilities and the programs they will now administer are these:

- Program Approval and Evaluation, civil rights compliance and services to handicapped, disadvantaged and limited English proficient students.
- Job Training, the HITS (High Impact Training Services) Program, WECEP (Work Experience and Career Exploration Programs) and ESL (Early School Leaver) Programs.

State Committee, U.S. Study Agree on Top Worker Skills

Labor market experts rate punctuality and dependability as the most important occupational survival skills.

This was the finding of a 1985 study by the U.S. Department of Labor that asked labor market experts from around the nation to rank a list of 500 skills for workers.

The top dozen skills, as ranked by the experts, are:

- Punctuality,
- Dependability,
- Getting along with others,
- Working as a team member,
- Organizing the work activities of others,
- Understanding written information,
- Basic writing skills,
- Basic speaking skills,
- Being neat and clean in appearance,
- Maintaining good health,
- Knowing one's strengths and weaknesses, and
- Giving an honest day's work

This list corresponds to a list of employability/basic skills derived by a technical committee formed last fall by the Illinois State Board of Education and Illinois Council on Vocational Education. The 23 private sector employees/employers were asked to verify a draft, competency-based task list of skills that every worker needs to enter, retain and advance in any job.

The technical committee members, who represented the five broad areas of health, home economics, business, agriculture and industrial, included the following items on their list of necessary employability/basic skills.

- 1) *Demonstrating appropriate work behavior* by being dependable and punctual; following regulations; recognizing the consequences of dishonesty; controlling emotions; exhibiting pride and loyalty; completing assignments in accurate and timely manner; setting priorities; handling pressures and tensions; and demonstrating problem-solving skills.
- 2) *Maintaining business-like image* by participating in company orientation; demonstrating knowledge of company products and services; exhibiting positive behavior; supporting and promoting company's image and purpose; reading job-related publications; and maintaining appearance.
- 3) *Maintaining working relationships with others* by working productively with others; showing empathy, respect and support; recognizing, analyzing and solving or referring problems; minimizing occurrence of problems; and channeling emotional reactions constructively.
- 4) *Communicating on the job* by reading and comprehending written communications; using correct grammar; speaking effectively; using job-related terminology; listening attentively; using keyboarding and computer skills; asking questions; writing legibly; and using telephone etiquette.
- 5) *Adapting to change* by recognizing the need to change; demonstrating willingness to learn and to be flexible; participating in continuing education; seeking work challenges and adjusting career goals as needed.

Technology Center Planned For Moraine Valley College

Moraine Valley Community College is getting a new \$14 million Center for Contemporary Technology. The 120,000-square-foot center will serve as the training ground for industrial arts and many high tech disciplines such as computer sciences, x-ray technology, physics, computer-aided design, and metalurgy.

The center will also house the college's Non-destructive Evaluation Program, the only one of its kind in the state. Non-destructive evaluation is the science of measuring the integrity of materials without damaging or destroying the material itself.

Although the main goal of the center is to prepare students for jobs in rapidly changing technological fields, the facility also will be available to private industry for research space.

Construction of the center is due to be completed in the fall of 1988.





Donna Simonson, left, president of the Altrusa Club of Springfield, presents Springfield Schools Superintendent Donald Miedema and Judy Rake, coordinator of the school district's Literacy Volunteer Program, a facsimile of a check representing the service club's donation for the establishment of a reading resource center at the Lawrence Adult Center.

Civic Club Helps Establish Literacy Resource Center

The effort to eradicate illiteracy was recently given a boost when the Mata Simpson Resource Center was dedicated as part of the Lawrence Adult Center by the Altrusa Club of Springfield.

The resource center will supplement instructional materials for the one-on-one tutoring program being operated by the adult center for persons reading below the sixth grade level. It will offer library materials for those who are learning to read or who wish to improve their reading skills.

The Altrusa Club of Springfield is a part of Altrusa International, Inc., the oldest classified service organization for women. The goal of the professional and business women in the organization is to improve their communities and the world around them.

The Center honors Mata Simpson, a deceased Altrusan, who was dedicated to the fight against illiteracy.

Business Official, Professor Earn National Recognition

Two Illinoisans were honored recently with national awards for their efforts in behalf of vocational education.

Kenneth Paterson, manager of central engineering for Motorola Corporation in Schaumburg, received a Presidential Award for his outstanding contribution to a vocational instructional program advisory committee. The presentation was made at a conference of the National Association of State Councils of Vocational Education.

E. Edward Harris, professor of marketing and entrepreneurship education at Northern Illinois University, DeKalb, was the recipient of the Marketing Education Association's 1986 Distinguished Service Award for outstanding contributions to marketing education.

Paterson is a member of the High Technology Advisory Committee of the College of Lake County, which is credited with helping establish an automated industrial center at the college. The center serves as a demonstration/instructional facility for area industries interested in automation manufacturing.

Harris, the current chairperson of the State of Illinois Marketing Education Team and Regional Economic Development Task Force, was recognized for numerous contributions at the national level and many publications on marketing, economic development and entrepreneurial education.



G. Glenn Gardner, board chairman of Diamond-Star Motors Corporation, tells an audience of business leaders, educators and guidance personnel that "good, competent secondary and vocational education" is needed to provide some of the 2,900-person labor force for the auto assembly plant being built at Bloomington-Normal. Gardner emphasized that Diamond-Star, a joint venture of Chrysler Corporation and Mitsubishi Motors, will not be hiring only college graduates, nor only those with years of experience. "We are looking for more than skills," he said. "We need proper attitudes, healthy minds and bodies, and the ability to adapt and be successful." Gardner was the keynote speaker for a seminar, "Winning through Partnerships," sponsored by the Illinois Council on Vocational Education and Region IV Career Guidance Center. Seminar proceedings are available on VHS video tape from the guidance center (217/525-3005).

Sears Official Cites Voc Ed For Advantages in Meeting Future Employment Challenges

Vocational education offers at least five advantages for meeting impending employment challenges, says a Sears, Roebuck and Company administrator.

Richard Giacomo, manager of the Sears store at Danville, said that although dramatic shifts in employment patterns are predicted, it appears to him "vocational education is not taking on these challenges unarmed." He cited motivation, applied basics, problem solving, hands-on experience, and intangibles (responsibility, good work habits) as factors that give the vocational approach to training an edge in facing tomorrow's work force needs.

Giacomo made the comments in a speech to personnel involved in developing systems for regional delivery of Education for Employment programs in Illinois.

He said vocational education and private enterprise are partners "in a relationship that plays a vital role in the growth of our economy. As partners, we share a common concern—the training and education of the people who get things done in this country, the young men and women who carry forth the great American tradition of a 'Can Do' society."

One example of the partnership is its effect on training costs. The Sears official said U.S. industry spends about \$40 billion annually on formal classroom training and another \$120 billion on informal, on-site training. "Without a vocationally trained work force," he noted, "I am certain these figures would be higher and training periods longer."

As one of the main beneficiaries of the vocational education system, Giacomo said, business and industry consider the system "extremely important." He also said, however, that for the partnership to continue functioning well, "We need to understand better what you can do for us, and we need you to better understand what our needs are."

Giacomo said that although some people mistakenly think vocational education students "aren't getting the basics" and that vocational schools "are the dumping ground for those who can't make it in college," private enterprise does not agree; it supports the enhancement of vocational programs.

Business, he said, views vocational education as "a vital component of a larger educational system," not merely as an alternative.

The Sears manager said vocational education and private enterprise will need to face together several challenges that lie ahead. For example, he said, since there will be fewer youths available for entry-level positions, "We need to begin to encourage more young women to participate in nontraditional curricula."

Other challenges cited by Giacomo are:

- foreign competition, which will increase the importance of productivity;
- new technology, which will eliminate some jobs but create many new types of jobs;
- constant change, which will emphasize the need for flexibility in workers;
- equipment and facilities modernization, a longstanding problem accentuated by the rapid pace of technological change; and
- vocational teacher updating.

To face those challenges, Giacomo told the Education for Employment systems' representatives, vocational education offers at least five advantages.

First, he said, is motivation. "Vocational training does turn some people on. It gives them an opportunity to learn skills that make the best of their abilities. It opens doors to satisfied careers, and in business a motivated, satisfied employee is more productive than one who is not."

The second advantage is the basics. "Vocational education provides real-life applied experiences in which students have to use the basics," the Sears manager said. "They have to be able to work simple formulas and read diagnostic equipment to perform the jobs of today and tomorrow," he added.

A third advantage, problem solving, "is at the heart of vocational training," said Giacomo. "If medicine is the healing profession, the vocational trades are the fixing and fabrication profession."

Hands-on experience was cited as the fourth advantage of vocational education. Although the memorizing-recalling method of learning works for many students, Giacomo said, for others "it's the doing that makes the learning stick." He quoted John Dewey as saying, "Learning through doing means that the principles of science and mathematics can be internalized more thoroughly, retained longer and transferred to other situations."

"The fifth and final advantage of vocational training," Giacomo said, "is that it teaches many intangibles that help make a successful individual. It teaches responsibility, it builds good work habits, and it reinforces the free enterprise system."

Business and vocational education will have to build together to meet the challenges of tomorrow, Giacomo said. "We have to be aware of our mutual needs and work toward solutions that will benefit everyone, the educational system, the business sector and the young worker.

"Therefore, if the business community believes in vocational training as a real option in our educational system, we will have to be willing to be your advocates. In a very real bottom line sense, our problems are your curriculum. Your achievements produce our achievers.

"So we pledge to carry this message forth, to get business to know what an important job you're doing, and to assist you in any way possible to develop further the vocational program."



Former Vocational Student Heads Air Force Project

Jerry Kline was one of the first graduates of a vocational electronics class taught at the J. B. Johnson Career Development Center in Alton. He then went to Southern Illinois University at Edwardsville to study electrical engineering. After graduating, Kline was commissioned into the Air Force and assigned to its Satellite Control Facility (AFSCF) in California.

The AFSCF is the Air Force's command and control center for satellites of the highest national priority. Using a world-wide network of tracking stations, the center tracks and communicates with satellites as they pass over tracking stations. This requires a variety of undersea-, land- and space-based communication systems.

Lt. Kline was assigned to the AFSCF as a communications implementation engineer to develop various voice and data systems. He is now project manager and engineer for the \$16 million Secure Voice System, which secures operations by scrambling all voice communication between the test center, world-wide remote tracking stations and a multitude of external agencies. He not only engineered the system, established the contract to procure the system and directed reviews of the contractor's design, but also resolved technical design and programmatic problems as they arose. His position requires him to travel to many government and industry locations around the country.

Because of his proven success at his job, Kline, now a first lieutenant, is highly respected in the space industry community as a communications expert. In fact he was recently asked by higher headquarters to become a key player in the new Air Force research for the Space Defense Initiative—better known as “Stars Wars”—but declined because he was critically needed by the AFSCF mission.

Jerry Kline has definitely applied his basic vocational electronics background to a career that will benefit him for the rest of his life and is also currently providing a vital service in defense of our country.

Early School Leaver Program Features Unique Component

The Early School Leaver (ESL) Program at Thornton Township High School District 205 in Harvey has a unique component. It hosts a licensed Infant Care Center, which allows students participating in the ESL program to work and take classes while their children receive quality day care.

A federally funded program, the Early School Leaver Program must adhere to guidelines established in the Job Training and Partnership Act (JTPA). This particular program serves students from ages 16 to 21 who have dropped out of school, are economically disadvantaged and are District 205 residents.

Since child care services and dependent children ranked high in the various obstacles for the students, the Infant Care Center was established. It is funded through JTPA funds and can be used by ESL students when they attend day classes, go on job interviews, or are working during the regular school day.

The ESL project coordinator continually receives referrals from teachers and support personnel regarding students who have dropped out of one of Thornton's three attendance centers. Working closely with staff from Thornton Community College, the coordinator works to help students make a smooth transition into postsecondary education, to channel students into the General Education Development (GED) Program, or to enroll them in the college's Human Success Program. This latter program offers students the opportunity to get a high school diploma by taking courses at the college and having the prearranged number of credits transferred back to the high school.



Deanna Weathers picking up her child at Thornton Township High School's Infant Care Center.

One student who has taken advantage of these resources is Deanna Weathers, a 19-year-old dropout who has been on her own since the birth of her first child five years ago.

Deanna spent her freshman year at Thornton Township High School but moved south to live with her father after her first child arrived. She finished her sophomore year there and then returned to Thornton for her junior year. At midyear she dropped out to have a second child.

Now, as a participant in the ESL program, Deanna is taking classes at the high school and is also enrolled in the Human Success Program at Thornton Community College. Testing provided through the ESL Program indicated Deanna had an aptitude for numbers which was confirmed by the good grades she had received in math and bookkeeping classes. Deanna began considering a career as an accountant and therefore took jobs as a cashier in both a restaurant and a department store to gain work experience.

Thanks to the ESL Infant Care Center, Deanna is able to leave her baby to work and finish her education.

**SUCCESS
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GED Writing Skills Tests To Measure Ability Directly By Adding Essay Component

GED writing skills tests will include an essay component, starting in July 1988, to provide a direct measure of writing ability.

The writing skills test is one of the five Tests of General Educational Development, as the GED program is officially known. Successful completion of the test battery enables adults who have not finished their secondary education to qualify for a high school equivalency credential. The GED program is recognized in all 50 states, in U.S. territories, and in 10 Canadian provinces.

The decision to add an essay component was based on the judgment of adult education professionals, the conclusions of several national reports, the recommendation of a panel of curriculum experts, and the growing use of direct writing measures in the nation's high schools.

Presently, the GED writing skills test gauges writing indirectly through 80 multiple choice questions covering spelling, capitalization, punctuation, usage, syntax, logic and organization. The recommendation for the essay specifies that an examinee be permitted 45 minutes to write a composition in response to a single topic that asks for statement of a position or analysis of an issue. Topics will be subjects about which most people would be expected to have sufficient knowledge or information to write effectively.

Two readers will judge each essay for its overall merit and score it on a six-point scale. If the two readers' scores differ by more than a point, the paper will be scored by a third reader to establish an average. The final score on a paper will be either the total of two readers' scores or twice the average of three readers' scores. Readers will be concerned with how clearly the writer makes the main point of the composition, how thoroughly the writer supports his or her ideas, and how clear and correct the writing is throughout the essay. Examinees will receive no credit for writing on a topic other than the one assigned.

The technical basis for adding an essay to the writing skills test is that it will improve the validity of the exam by testing appropriate skills. As the GED Testing Service (GEDTS) said in a 1985 research paper on the matter, "Though high degrees of reliability have been demonstrated for multiple choice measures of writing (the current test format), the validity of these indirect measures has been challenged frequently by writing teachers and administrators."

Among the first to indicate support for the test change were state adult education directors, GED administrators, chief examiners and teachers. In a survey conducted by GEDTS as part of a five-year review of the GED tests, a clear majority in each of those groups responded in favor of the essay component.

Views of the adult education policymakers and practitioners were reflected in several national studies in the early 1980s. Reports by the National Commission on Excellence in Education, Project Equality and others cited writing—in the form of composing or drafting an original communication—as important to both vocational and academic pursuits.

The formal recommendation for adding the essay came in 1984 from a GED Test Specifications Committee appointed by the GED Testing Service to suggest changes for tests to be used in 1988 and beyond. The

committee report said in part, "The English specifications panel believes that no one should receive credit for high school equivalency without being asked to demonstrate writing ability directly as well as indirectly. Thus, we recommend that every candidate be asked to write."

The final aspect of support for the change was the trend in the nation's high schools toward the use of direct writing assessments both for curriculum planning and evaluation and for a graduation requirement.

Among the questions that arise with the addition of an essay test are: Who will score the essays, how will essay readers be trained, and how will this be financed?

Costs associated with essay scoring will vary widely and will be dependent on the procedure used. In general, though, the scoring costs per essay will decrease as the number of essays to be scored at one time increases. Also, outlays for staff development will be necessary to train adult educators to teach and evaluate writing.

The GED Testing Service will provide support to states throughout the phasing in of the essay component. GEDTS will define the scoring standards to be used in all scoring sessions, provide teacher training materials, and help monitor scoring standards as scoring sessions take place. GEDTS will also assist states on an individual basis in designing essay scoring procedures that offer the best system with the current operating procedures.

Finally, GEDTS will urge publishers to adult education materials to produce materials that address expository writing, and the testing service will publish instructional materials that can be provided to students at no cost to help them preparing for the essay section of the GED writing skills test.

The next step was to obtain approval from the Quincy Board of Education. For this we put together a packet that contained the following: (a) a list of the ISBE regulations for obtaining math or science credit, (b) the letter from the science department, (c) the outline of units and their science content with assigned percentage, and (d) a letter from ISBE to superintendents explaining the intent of this optional science or math credit. Gene Willmann then wrote a cover letter to the board reviewing the guidelines and the request we were making of them. His letter said we were requesting that any student who satisfactorily completes Health Occupations I be provided with one substitute required science credit. He said "this meant that for these students, their transcript would show only one credit of science and a statement that the [requirement for a] second credit was waived because of the vocational health occupations course." This letter also served the purpose of explaining the importance of this issue to vocational education.

The presentation to the Board of Education proved more difficult than anticipated. This was primarily due to the expertise of two board members, one a pharmacist and the other a pathologist. They felt that the course objectives of Health Occupations I were less conceptual than those of a regular science course. But Superintendent Shireman came to our defense and was quoted as saying, "If you continue to raise standards and push higher and higher in tougher academic courses, you do run the risk of pushing some kids out of school." The course content is not simpler; instead, it is different than other science courses because it is competency based in structure and relies on applying the theory learned. However, at the presentation we did not argue the point.

The reward for our effort was that the board voted to approve the request on a three-year trial basis. Scores on the science testing in the course are to be kept for these three years and studied to see how well the health occupations students compare with students who study physiology in traditional courses. This comparison should not be a problem, as the course requires all students to score 78 percent or higher on all testing. Review and retesting are offered to assist them with this requirement. Also, oral testing is available for students if they choose. Hopefully, the testing results will illustrate that the board made a good decision.

Unfortunately, the local board of education was not our last stop. In early September, we sent the packet with the local board's letter of approval to the Illinois State Board of Education, Department of Recognition and Supervision.

According to ISBE, approximately 30 different schools in Illinois have received either math or science credit for various vocational courses. This is fairly encouraging news for programs that hope to meet this challenge.

ISBE has determined that this credit substitution may not be totally accepted by the Board of Higher Education. The problem seems to occur when a student applies to certain postsecondary institutions. Transferring a vocational credit in math or science may cause the student difficulty in meeting entrance requirements. Community colleges seem more willing to accept these credits than baccalaureate institutions do.

While this should be a concern, it is not a serious problem if this crediting really does service the student who is primarily headed for a vocational career.

In the Quincy area we are fortunate to articulate many of our vocational programs with John Wood Community College. The practical nursing program at John Wood awards four credit hours to students who successfully complete the health occupations course at our vocational center. These credits are in personal vocational relationships, nutrition, medical surgical nursing, and basic nursing skills. In a sense they have already acknowledged the strong science structure of the health occupations program.

On Friday, September 26, we were pleased to learn that ISBE approved our course for science credit. Our persistence has paid off.

Mary Beth McGee is a health occupations teacher at the Quincy Area Vocational-Technical Center with previous experience as a community college practical nursing teacher and a practicing registered nurse.

QAP Ties Into Regional Delivery

Edgar K. Franseen, Richard E. Graff, Nancy K. Harris

The Quality Assistance Plan (QAP) is a state-operated program for locally initiated, developed, implemented and evaluated projects that was begun in fiscal year 1982. Its purpose is to build the capacity in each educational setting, for the improvement of vocational education programs. That improvement should be such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment.

In its first five years of existence, the QAP provided mini-grants to some 1,007 projects or an average of 201 projects per year. Grant amounts ranged from \$850 to \$10,000, depending on the vocational reimbursement amount of the applicant institution. For regional programs covering multiple institutions, grants have been as high as \$88,000.

The Quality Assistance Plan program has been very successful in impacting on vocational education programs and personnel. A 1984 study that assessed the QAP's impact or effect found that the program was supported enthusiastically by all levels of participating agencies. Of all possible QAP activities, attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students. Some examples of activities supported by QAP funds are a school newsletter that was developed from scratch; a staff that is now trained in the use of a self-evaluation instrument; two levels of typing instruction that were revised based upon a new typing system; a completed student advisement handbook; a rearranged media center in keeping with competency-based instruction; newly developed competency-based education materials for special needs students; teachers who have been inserviced in the use of computers; and courses that were revised to incorporate computer-assisted instruction.

Beginning in fiscal year 1987, the State Board of Education changed its procedures regarding eligible applicants for QAP. In keeping with the administrative policy on Regional Delivery of Education for Employment, eligible applicants for a QAP now include Education for Employment systems (such as joint application from secondary agencies), community colleges, university-based technical institutes, and state agencies that have an approved local plan for vocational education. This has resulted in a large reduction in applications but a significant increase in cooperative efforts for vocational education program improvement. These efforts support curriculum renewal and staff development activities as an integral part of their Education for Employment planning.

QAP funds are not used to maintain an agency's vocational education program but may address activities for the following:

1. curriculum revitalization—such activities as are necessary to create, expand, or improve vocational education programs (including the application of basic, technical and attitudinal skills to new or existing programs). Where possible, curriculum improvement should be related to regional Education for Employment efforts.
2. staff development—such activities as are necessary to upgrade the instructional and/or technical competencies of faculty, student services, or administrative staff (including participation in joint industry-education exchange programs, IVA-sponsored seminars and university-based coursework).

In several regions of the state, regional planning for vocational education program improvement has been implemented prior to fiscal year 1987. Activities have varied from region-wide functions to operations that respond to individual school and staff needs. Two such regions will be highlighted that demonstrate the use of QAP funds for regional purposes.

CEANCI, a vocational system covering the Rockford area, met the staff development needs with a region-wide workshop called "The Big Splash." In the spring of 1985, several members of the Career Education Associates of North Central Illinois (CEANCI) Executive Council met to consider the submission of a planning grant proposal for the following year. The regional delivery system concept was in place. A governing board and executive council had been formed. Members of the advisory committees had been nominated, approved and put in place. What about public relations activities? Several typical ideas surfaced: newsletters, ads, speakers, presentations, and media exposure. All were acceptable, but it was decided that what was really needed was a big rock thrown in the middle of the pond. Something to make a BIG SPLASH!

To help in the search for the rock, a task force consisting of influential representatives from the community and the schools was formed in the fall of 1985. They identified the big rock as a spring event large enough to involve vocational staff, building administrators, the governing board, school board members, advisory committee members, and other community representatives. If this big rock were dropped in the pond, it should focus the attention of a large number of people on one place at a particular time.

The CEANCI region was the pond. The middle of the pond was Rock Valley College. We dropped the rock at 2 p.m., March 26, 1986. Vocational instructors from 17 school districts converged on Rock Valley College to find out what the commotion was all about. They were registered and sent to their respective subject matter areas to meet with discussion leaders and their peers. Each session was designed and led by advisory committee members. There were sessions in the areas of agriculture, business, health, home economics, industrial education and guidance. A wide range of topics and activities was covered in these program areas to update the teachers about regional planning and to update their skills in their course content.

The culminating activity was when the workshop participants adjourned to a restaurant in town to be joined by administrators, board members, additional advisory committee

Shown is one of the sessions at the "Big Splash" event conducted at Rock Valley College to bring together in one place a large number of education and community representatives from the Rockford area.



members, and other community representatives for a social hour and banquet. Seating arrangements were controlled so that no more than two persons from each school were seated together, and members of the various types of groups represented were dispersed throughout the banquet room. The highlight of the evening was the speech "Business and Vocational Education: We Need Each Other" by Sandra Hagerty, manager of affirmative action and equal opportunity programs for Sears, Roebuck and Company. In her presentation, Hagerty made a strong statement on why vocational education is important to business. Her remarks included the following:

"I want to say from the onset that I'm a believer. I'm sold on the importance of vocational education. In fact, I'll go a step further and say that we in business not only believe in you, we need you. You and the vocational education system are extremely important to business. It is we who are one of the main beneficiaries of the educational system. If we don't understand what you do for us, then we're in trouble. And if we don't understand each other's needs, we can't work in partnership.

"If the business community believes in vocational training as a real option in our educational system, we will have to be willing to be your advocates. In a very real, bottom-line sense, your problems are our problems. Your achievements produce our achievers. It's that simple."

Collectively, this is what we at CEANCI needed to hear. We were recognized, we were needed, and business is willing to work cooperatively with us. This message was the tonic needed to develop our regional delivery system.

In retrospect, the consensus was that the BIG SPLASH was a success. By a ratio of 9 to 1, the vocational staff indicated that the workshop-type activities should be repeated. Many constructive comments were given on evaluation forms and will be incorporated into future staff development plans. The banquet itself was not evaluated, but numerous unsolicited comments indicated it, too, was a huge success. As viewed from the speaker's platform, animated conversations around every table on the floor demonstrated that the mixing of schools and types of persons had produced the desired result: a free exchange of ideas through conversation.

The big rock was dropped last March, but the waves are still reverberating across the pond.

* * *

Quality Assistance Plan funds also may be used to involve teachers in planning for curriculum development and revision. Starved Rock Associates for Vocational and Technical Education (SRAVTE) used QAP funds to establish an extensive network of committees involving both teachers and business people to determine program plans for the regional system.

In August of 1985, Starved Rock Associates for Vocational and Technical Education was formed as a planning council to begin the planning process for the Illinois State Board of Education's policy on Education for Employment. At that time there were 26 secondary schools that had signed an agreement to enter into this planning phase. Also on the planning council were ex officio representatives from LaSalle-Peru Area Vocational Center, Illinois Valley Community College, Service Delivery Area 12/JTPA, and the ESR offices and elementary districts in this four-county area. The vocationally related staff for the 26 secondary schools in this region consisted of 159 teachers, 21 guidance counselors, and 53 special needs support personnel. It

was this staff, together with the administrators of the schools and the planning grant director, who were to be charged with developing the plan for the regional delivery system that would serve this territory along the Illinois River.

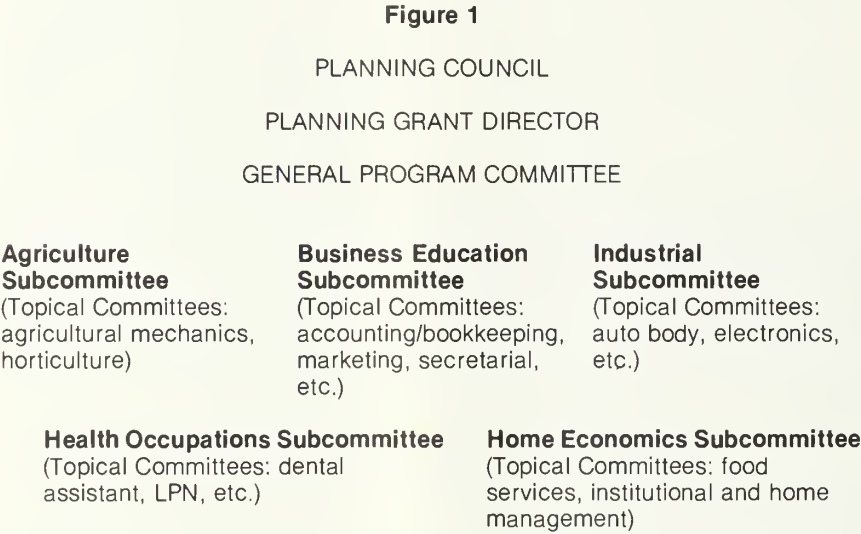
At the initiation of this planning process, there was much apprehension on the part of all parties. The teaching staff, administrators, boards of education, and even the planning grant director were not sure what direction the planning would take and what the ramifications would be for the schools and community colleges in Illinois. Early conversations between the planning grant director and planning council emphasized the fact that this apprehension could be a dangerous factor as it concerned the vocationally related staffs. Uncertainty as to the future of jobs, the possibility of programs being altered or changed or even cut, and movement of students between schools were all part of the rumors that had already begun to manifest themselves whenever teachers spoke to the regional delivery planning process. It was felt strongly that any upper-level decision to impose some of these types of changes on the vocational staffs would definitely have negative consequences on the future planning and future delivery of vocational programs. If this policy study was to be successful, then all efforts must be made to insure that everyone who was involved understood what the decisions were, why they were made, and what the outcomes should be.

The planning council made a decision in October of 1985 that all planning regarding the programs within the SRAVTE region would involve vocationally related staff as a primary part of the decision-making process. A procedural plan was developed on how to use staff and private sector personnel in the development of occupational programs and curricular materials for the Starved Rock regional delivery system. This plan involved building subject matter committees of administrators, vocational staff, and private sector personnel working together. This structure would insure that dialogue would flow and all parties would be involved in the decision-making process (see Figure 1).

The next step in the process of committee development was to assign the vocational staff and the private sector representatives to working subcommittees. Each superintendent from the participating schools was asked to submit names of education staff members to serve on the following committees: agriculturally related programs, business education programs, health occupations programs, home economics programs, industrially related programs, student services, facilities and equipment evaluation, staff and inservice needs. The superintendents were also asked to supply names of people from their locality, in the private sector, who might serve as consultants to the

There were now established program subcommittees composed of staff, administrators, and people from business and industry. The general program chairperson next selected a member of each committee to function as chairperson of the subcommittee. Each subcommittee selected two additional members to serve as representatives on the general program committee. The subcommittee chairperson and the two representatives from each subcommittee now constituted the general program committee.

To begin the program of work, the committees were charged with doing a labor market study for their occupational field and making recommendations to the total program committee as to what training groups should be approved in the schools. Labor market data was analyzed by the general program chairperson and planning grant director to identify the largest and fastest growing industries and occupations and to target those that appeared to show evidence of having potential for vocational programming. Subcommittee chairpersons were trained in the use of the data and in procedures to follow to develop program recommendations.



The first task in establishing the committee structure was to select a general chairperson from the teaching ranks. The planning grant director felt strongly that such a person would be the link between the planning council, the planning grant director and the vocational staff. This person would act as chairperson of the general program committee and as such be responsible for all the subcommittees.

committee and work on an advisory council. The nomination sheet from the superintendents had indicated an area of interest for each nominee, and committees were assigned according to this interest. With very few exceptions, teachers were able to work in the interest area they had designated. The planning council had felt it was important to involve the building administrators, and so the principals from the participating schools, who had volunteered to participate, were assigned to work on one of the subcommittees. In the final outcome there were two building administrators assigned to each committee.

After a general workshop orienting all participants to the tasks at hand, the subcommittees were given the responsibility of furthering the labor market study by researching each targeted industry and occupation and by compiling the data from the labor market information in terms of employment both statewide and regionally. As the subcommittees worked, they subdivided into "topical" committees such as retailing, clerical, horticulture, drafting, etc. The occupational information and ensuing program recommendations were justified based on labor market information, student interest, supply and demand, and turnover rates. These recommendations were presented to the regional planning council, resulting in the approved program areas of study for future curriculum development. QAP funds were used to support the teachers' and business people's time and effort for the many hours they had contributed to the study.

At the conclusion of activities for 1985-86, one heard the comment of "When do we start on curriculum?" A poll of the private participants indicated that only one person would not be returning to work with the committees the next year in that he was being transferred out of the area.

This total involvement of teachers and administrators in coordination with the business people eliminated anxiety regarding the implementation of the regional system and has provided valuable linkages with the private sector that will only enhance future efforts.

CEANCI and SRAVTE activities offer excellent examples of how QAP funds can be used to further both staff development and curriculum revitalization as well as enhancing the planning of regional systems. These funds provided the ability of local planning personnel to respond to the needs of their regions and to involve teachers and other personnel into activities for the promotion of education for employment.

The QAP emphasizes locally initiated capacity-building activities. In order to increase the impact of the QAP, staff of each education setting should:

- * Involve teachers and other education agency staff in QAP needs assessment, both individually and agency wide.
- * Identify long-term and short-term goals for QAP activities.
- * Evaluate QAP activities for both efficiency and effectiveness.

The Quality Assistance Plan has proven to be of great value as a resource for vocational education program improvement. Its future is integrally tied to the Education for Employment initiative and will provide a means for teachers, counselors and administrators to work together to improve the efficiency, access and efficacy of vocational programs.

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Richard E. Graff is planning grant director for Starved Rock Associates for Vocational and Technical Education, LaSalle-Peru.

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Cooperation a Key To Articulation

Michael Elliott, Ronald Reische

Developing the human resources of our state has become one of the greatest challenges facing our educational system. The development of a skilled, competent and reliable work force always deserves careful planning and nurturing. When we consider the complex mix of technical knowledge, skills and work requirements needed for tomorrow's employment opportunities, the challenge is especially great. Meeting the educational and training needs of Illinois' employment sector, as well as the individual needs of business, requires not only involvement but a partnership. This partnership should encompass different educational and training systems, along with the employment sector. It should identify the type of future worker needed, level of skills and technical knowledge required, and the role of each partner. For this partnership to work, new thinking and creativity will be essential in implementing short- and long-range strategies.

Meeting the Partnership Challenge

In December 1984, the Illinois State Board of Education addressed the changing employment community in Illinois, adopting a new policy and plan for the revitalization of vocational-technical education. The policy and administration plan entitled "Education for Employment" calls not only for major changes in the vocational education delivery system and its relationship with other education and training systems, but also for increased cooperation with the employment sector.

One provision of the administrative plan requires existing community colleges to develop articulation agreements with the new, regionally organized secondary delivery systems. The administrative plan requires that by next July 1, a comprehensive articulation agreement must be executed between the community college(s) and the newly formed secondary delivery system(s). The specific requirement of the plan calls for a joint effort in developing an articulation agreement that addresses the following four areas:

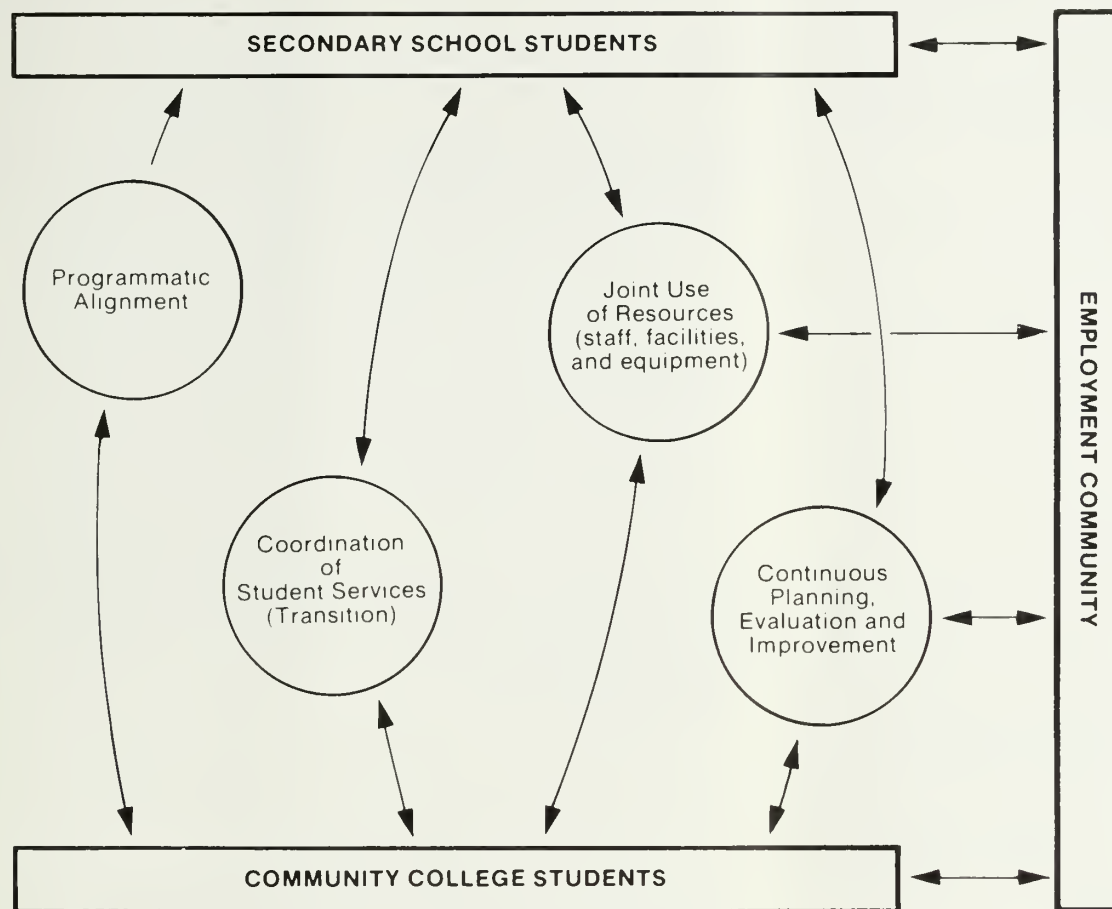
1. Programmatic alignment,
2. Transition of students and coordination of student services,
3. Joint use of resources, and
4. Continuous planning and improvement.

Development of a comprehensive articulation agreement should be a joint effort by all affected groups. Working with only a few facets of a multi-level, complex delivery system in isolation will not effectively change or improve occupational programs. The articulation agreement should clearly state achievable objectives; define roles and responsibilities within statutory limitations; identify human, material and funding resources; chart strategies and activities; and include timelines in which to accomplish objectives. All education agencies affected by the articulation policy must collectively take the leadership to develop an articulation process in order to avoid duplication of responsibilities, needless competition, and waste of human talents and valuable resources. Appropriate decisions have to be made at all levels.

The development and implementation of an articulation agreement between the community college and secondary delivery system, like any other education initiative, will require the parties involved to review their individual missions, instructional plan and organizational structures. Articulation may require reordering of priorities, changes in curricula scope and sequencing, new relationships, active community involvement, and continuous communication.

If new and/or different organizational and curriculum structures are to be put into practice, planning for change is needed. Before planning can take place, though, educational leaders must have a model which establishes a framework for planning. A number of conceptual models have been developed over the past few years. A single model cannot, in most instances, adequately illustrate the complexity of the dual educational systems. Yet, a model serves as a tool or map, providing guidance for planners and leaders to more effectively respond to operational decision-making processes. Thus, a model (1) gives a concept visibility, (2) provides a framework for collecting data, (3) allows one to describe, and (4) identifies problems requiring solutions.

Figure 1
Education for Employment Articulation Model



The model represented in Figure 1 is an adaptation of a curriculum model presented in *Avenues for Articulation* (National Center for Research in Vocational Education, 1986). The modified model includes the Education for Employment administrative plan requirements for articulation. One must remember this model is merely a framework, not a finished product. The model provides a structure by which specific subagreements can be designed.

It should be noted that for the articulation model to become workable, a spirit of cooperation must be developed and nurtured at all levels. This spirit will allow the flexibility needed to deal with specific idiosyncrasies at the student level (e.g., delivery of student services, program specifics). Without the spirit of cooperation, the conceptual model remains just that, a model.

As stated earlier, secondary systems and community college(s) must by July 1, 1987, define articulation agreements in the local plans for Education for Employment as a condition for state approval of plans and programs in fiscal year 1988.

Following is a recommended articulation outline for community college districts and the secondary Education for Employment system. It defines in greater detail the four areas that must be addressed. When used in conjunction with the conceptual model, it provides the framework for a comprehensive articulation agreement.

RECOMMENDED ARTICULATION OUTLINE FOR COMMUNITY COLLEGE DISTRICTS AND THE SECONDARY EDUCATION FOR EMPLOYMENT SYSTEM

I. Statement of purpose or philosophy which reflects the spirit of cooperation and addresses the following questions:

- A. What is the purpose of articulation?
- B. Who is to be served?
- C. What results are anticipated?

II. Align programs and provide for continuity between secondary and postsecondary institutions' occupational areas.

- A. Determine which occupational areas, including joint and separate programs, warrant programmatic alignment and continuity.
- B. Develop an updated curriculum using employer-validated worker task lists.
- C. Sequence instruction between the secondary and postsecondary institutions.

III. Transition students without unnecessary delay or duplication from one institution to another in those occupational areas provided by both secondary and postsecondary institutions.

- A. Determine provisions by which college and other credit may be awarded for high school learning and life experiences.
- B. Coordinate student service areas, including but not limited to:
 - 1. guidance and counseling
 - 2. transfer of student records
 - 3. placement services
 - 4. student follow-up procedures
 - 5. delivery of services to special populations
 - 6. involvement with other agencies
 - 7. recruitment of youth and adults
- IV. Cooperate in jointly using facilities, equipment and staff, where possible.

- A. Identify programs in which it is feasible to share resources.
- B. Identify ways in which resources will be shared.
- C. Develop arrangements for using shared resources.
- D. Coordinate involvement of members of employment communities as resources, e.g., shared use of equipment, staff exchange programs, teacher internships, and equipment donations from the employment community.
- E. Identify and share personnel in a coordinated effort, where appropriate.

V. Cooperate in continually planning, evaluating and improving programs which serve both youth and adults as well as the area's economic needs.

- A. Establish coordination procedures to foster articulation.
- B. Establish an occupational program planning process based on current and projected local market needs and student interests.
- C. Plan, evaluate and improve programs.
- D. Develop and implement a coordinated public relations program.
- E. Identify fiscal matters that should be considered in implementing the articulation agreement.
- F. Identify other agencies with which working relationships should be established and determine how they should be involved, e.g., JTPA, Community-Based Organizations, etc.

Many people benefit from articulation, but the real winner is the student who becomes better able to plan and prepare for a career. As educators, we all have a role in the articulation process, for our mission is to serve students. Administrators need to establish the structure and procedures and to allocate the necessary resources. Instructors are called upon to work cooperatively at all levels to identify program content, develop curriculum, identify resources needed and deliver instruction. Student services personnel have the tasks of identifying student services that can best be provided jointly, coordinating services to special populations, and coordinating student records transfer as well as placement and follow-up services. And finally, we all have the responsibility for working with commerce, industry and labor to verify program content, identify additional resources and establish ongoing partnerships. Communication and working together is what articulation is all about!

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Evaluation Plans Now the Law

Barbara Core

Throughout Illinois, teachers and administrators in local school districts and area vocational centers have been extensively involved in developing comprehensive evaluation plans to comply with the requirements of the Education Reform Act of 1985 (P.L. 84-126). For many, this has meant revising evaluation systems already in place; for others, it has provided the opportunity to design a new system through cooperative efforts.

Article 24A of *The School Code of Illinois* provides one of the most far-reaching, long-term effects of the recent legislative initiative. Its intent is "to improve the educational services of the elementary and secondary public schools in Illinois" by requiring biennial evaluation of all tenured certificated personnel and annual evaluation of nontenured certified personnel.

As with many of the recent personnel reform initiatives, the origins of the evaluation mandate can be traced to the May 1984, recommendations made by the State Board of Education as a consequence of its three-year examination of *The Quality of the Preparation and Performance of Illinois Educational Personnel*.

Building on those recommendations, the Illinois Commission on the Improvement of Elementary and Secondary Education endorsed strongly the development of required district evaluation plans. A major influence on evaluation was a 1984 research report by the Rand Corporation, *Teacher Evaluation—A Study of Effective Practices*. This report studied varied evaluation systems, all of which resulted in improved educational services to students. While each approach was unique to the district, four characteristics were common to all.

The first common characteristic was top-level commitment to, and resources provided for, evaluation. Evaluation is both complex and difficult. To succeed, it needs to receive a high priority commitment.

A second commonality in effective evaluation systems is that the programs were collaboratively developed by teachers and administrators. This practice enables all educational personnel to develop a common understanding of the evaluation goals and processes.

The third characteristic of effective evaluation systems is competent, trained evaluators with the necessary expertise to perform their task. Finally, the evaluation process must be compatible with the overall goals of the district or area vocational center (AVC). Evaluation is not an ancillary activity but is part of a larger strategy for school improvement.

A close examination of Article 24A can identify the potential for utilizing each of the above characteristics in designing an evaluation plan. Each district and AVC, in cooperation with its teachers or, where applicable, with the exclusive bargaining agent, was to have developed an evaluation plan by last October 1. After submitting the plan, the district or area center must notify the State Board of Education whenever substantive changes are made. Most evaluation committees are continuing to meet during this first year in order to amend and revise the plan if necessary as it is implemented.

Beginning in January 1986, the Administrators Academy conducted training sessions for evaluators on teacher observation skills and evaluating the principal as instructional leader. These were beginning efforts to insure that evaluators have the necessary expertise to evaluate all staff. Training in these and other aspects of evaluation will continue to be provided through the academy.

The law specifies areas on which teachers will be evaluated through classroom observation, instructional planning, classroom management, instructional technology, and competency in subject matter(s) taught. Research indicates that these effective teaching activities have a direct impact on improving student learning. A final area, attendance, is also required to be evaluated.

It is encouraging to see local education agencies examining the literature on teaching effectiveness and school improvement as they develop standards of teaching performance. Several have synthesized information from Rosenshine, Hunter, Cruikshank and other key researchers to develop local perspectives of effective instruction. Others have adopted research summaries from the Northwest Regional Educational Laboratory or other groups who translate educational theory into practice. Allowing school systems to choose the information and research most applicable to local educational goals is preferable to requiring all districts to base evaluation on any one particular model. This allows plans to respond to the wide diversity found among school districts and area vocational centers in Illinois.

Districts and area centers are required to give each teacher's performance a rating of superior, excellent, satisfactory or unsatisfactory. Based on the locally developed performance standards, the school system defines what each of these terms means. Several districts have elected to insert an additional term, e.g., fair, good, meets/exceeds district standards, in instances where the gap between categories was felt to be too large. Under the law this is permissible as long as the additional term is defined along with the required terms.

Illinois is unique in going beyond the staff evaluation requirement. It also stipulates that teachers who receive a rating of "unsatisfactory" must be placed on a one-calendar-year remediation program. The remediation plan is to be developed within 30 days of the written determination of unsatisfactory performance and is to identify areas to be corrected and specific steps to be taken for improvement. The teacher under remediation is to be provided with a consulting teacher whose sole role is to provide assistance and helpful advice on how to improve teaching skills and how to successfully complete the remediation plan. The intent of this section is to have colleague helping colleague. Additional legislation passed in September 1986, prohibits the consulting teacher from being called to testify at a dismissal hearing should the teacher under remediation fail to achieve a satisfactory evaluation rating at the end of one year.

Should a district not have available a qualified teacher willing to serve as a consulting teacher, the law stipulates that the State Board of Education shall provide one. While this is an option available to local districts, one which may have to be used in small districts or in subject areas in short supply, the most effective consulting teacher will be one immediately available from the local staff. The State Board of Education is currently developing plans to identify a state cadre of consulting teachers. Part of

this effort will include training in the research on teaching effectiveness, observation skills and consultation skills.

In cases where local districts and area vocational centers have not evaluated all staff by the end of the 1987-88 school year or each two years thereafter, the State Board of Education shall "enter upon the premises" and conduct an evaluation of staff. To prepare for such an eventuality, the State Board will develop an evaluation plan. This plan, to be designed during 1986-87, will be based on "best practices" of the local plans. Expectations are that few, if any, local school districts or area centers will abrogate their responsibility for staff evaluation and that the State Board evaluation plan can best be utilized as an information resource or model for local agencies.

All administrative staff must also be evaluated at least once every two years. Plans submitted must include a description of the procedures for administrative evaluation and job description for all administrative positions. Job responsibilities for principals and area vocational center directors must demonstrate that a majority of the assignment details and defines instructional leadership responsibilities. This portion of Article 24A reflects the changing national focus on the importance of the building principal in school improvement activities. An allied reform initiative has been to change the requirements for all administrative certificates to focus on recent school improvement research and insure that administrators who receive certification after July 1, 1987, are knowledgeable in the areas of teaching effectiveness and school improvement.

Last year (1986) marked the beginning of an evaluation initiative which, if implemented thoughtfully and thoroughly, has the ability to bring about the goal as stated in the opening paragraph of Article 24A: "The purpose of this Article is to improve the educational services of the elementary and secondary public schools of Illinois."

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Involving Staff In Design of Delivery Systems

Pamela J. Block

The 1986-87 school term has been targeted as "The Year of the Teacher" in the 61 developing Education for Employment systems in Illinois.

During the 1985-1986 school year, planning grant directors and local school administrators concentrated on obtaining an approved cooperative agreement and setting the stage for development of operational policy. In most instances, few classroom teachers and support service personnel were actively involved in the design of programs and services.

Now is the time to seek grass roots input and build the feeling of ownership by involving all vocational staff members and administrators.

Cooperative Sets Pace for Participation

Due to advanced, local, preliminary efforts toward the Education for Employment concept, the Northwest Suburban Career Cooperative in Palatine has already included many staff members in planning tasks. An overview of this experience may guide other regions in staff development for involvement.

Participating members of the Cooperative are Township High School Districts 211 and 214 in northwest suburban Cook County (the state's two largest high school districts outside Chicago), Community Unit District 220 (Barrington High School), and William Rainey Harper Community College, Palatine.

In 1981-82, vocational directors and other local policy decision-makers perceived the need for improved delivery of vocational education in the northwest suburban area of Chicago. They commissioned Thomas L. Erikson, then at Northern Illinois University, to complete a feasibility study. Although his research preceded the Education for Employment initiative of the State Board of Education, it indicated a need for a similar system. When the state policy and plan were formally adopted in December 1984, the Northwest Suburban Career Cooperative aligned with them.

In early 1984, vocational administrators, department chairs/division heads, deans,

guidance directors, career counselors and community/business/industry advisory representatives from the five general vocational areas of agriculture, business education, health, home economics and industrial education met to identify needs in vocational programming in the region.

Fourteen programs were identified as significant for the area, and a timeline was designed for the implementation of these into the Cooperative (see Table 1). The Department of Adult, Vocational and Technical Education (DAVTE) of the Illinois State Board of Education conditionally approved the programs, pending verification with local labor market data and verified task lists.

Table 1
VOCATIONAL PROGRAMMING NEEDS

Programs	Implementation Timetable
Cosmetology	1985-86
Drafting/CAD	1985-86
Finance and Credit	1985-86
General Office Occupations	1985-86
Clerk Typist	
Secretarial	
Word/Information Processing	
Health Careers	1985-86
Basic Nursing Assistant	
Medical Office Assistant	
Nursing	
Heating/Air Conditioning/Refrigeration	1985-86
Horticulture	1985-86
Auto Body Technology	1986-87
Graphic Arts	1986-87
Food Services and Hospitality Management	1986-87
Automotive Technology	1987-88
Child Care	1987-88
Electronics	1987-88
Fashion Merchandising	1987-88

Program planning committees (PPC's) were formed to develop a proposal for each program cited for implementation. Each committee consists of members who have appropriate subject matter expertise and who represent each participating district. Members met during noninstructional time for their committee work. They were reimbursed with Quality Assistance Plan funds after the third meeting during each school term. Program proposals included:

- * program description
- * occupational clusters for which training would be provided
- * justification of program need
- * verified occupational task lists
- * occupational competencies
- * skill levels for which training will be provided
- * developmental goals
- * equipment/facility need
- * scheduling/transportation plans
- * staffing recommendations
- * support services
- * qualifying courses

PPC's were asked to include in the plans creative options such as open entrance/exit; opportunities for high school, adult continuing education, and degree credit in the same course; flexible, nontraditional school day scheduling; and the sharing of facilities, equipment and teachers between school districts and/or with business and industry.

Focus on Labor Market Data, Task Lists

During the 1985-86 school term, the PPC's focused their efforts on the compilation and review of local labor market data and verification of occupational task lists. The accompanying chart illustrates the relationship of these two elements to the cyclical flow of the program development, implementation and evaluation process.

The Cooperative acquired the services of a consultant from the Economic Development Research Center of Harper Community College. Boundaries of the labor market area for the region were defined, based on the employment locations of previous vocational program completers from participating districts. Follow-up studies were the resources used for this data collection.

In addition, an environmental scan provided insight into general characteristics of the labor market area as well as a list of the largest and fastest growing occupations of the area.

The research consultant also compiled local labor market data for each designated area, including comparisons of occupational supply and demand, identification of growing and declining occupations in the cluster, and the number of workers needed to be trained in the area annually. This data was incorporated into the proposal, and local decision-makers assessed it with the general information when approving programs for implementation.

Because this was a pilot project, teacher representatives began the process of locally verifying task lists before the state-verified lists were available. The PPC for each of the programs implemented in 1985-86 solicited an employer consultant group for assistance with development of task lists. Consultant groups used draft task lists from Illinois and samples from other states and professional organizations as reference. Final documents were charted into a questionnaire form and were distributed by the mail survey method of verification. The number of employers surveyed for each program ranged from 15 to 115, depending on the size of the occupational base for the program in the labor market area. The response level varied from 15 to 40 percent. The original consultant/teacher group collated responses into the final verified task list. Approximately 100 employers assisted in the verification of 15 lists.

In May 1986, two master teachers—one in home economics and one in electronics—were trained to facilitate the structured group interview process for task list verification. The Cooperative piloted this method for DAVTE prior to its being introduced in other regions of the state. Teachers from participating districts reviewed the state-verified task lists to become familiar with them; they also edited them for clarity. Groups of five to 10 workers from each occupational area attended a one-time meeting. A facilitator led the workers through an assessment of each task; they cited the need, importance, and the frequency of performance of the task for that occupation. Teachers were asked to be present to clarify concepts and observe dialogue. The product of the session was the verified task list. Eight lists were verified with this method, and approximately 40 workers were involved.

Program Identification, Updating

In April 1986, 13 staff members from the State Board of Education, Department of Adult, Vocational and Technical Education, conducted an on-site evaluation of the Cooperative's progress. During the exit conference, Board of Control members received the evaluation team's assessment as well as an update of the state's direction for the Education for Employment systems until 1988.

A retired businessman was secured as an outside consultant with Quality Assistance Plan funds to coordinate participation in the Vocational Instructor Practicum (VIP) program during the summer of 1986. As a result, 28 instructors from the high schools and community college had invaluable, "hands-on" experience in business and industry. They are sharing their insights with their students, subject-matter counterparts, administrators, boards of education, and advisory committees.

Last summer, vocational directors from participating districts developed a list of vocational programs that are offered in their districts but not implemented into the Cooperative. In the fall, 12 vocational curriculum decision-makers serving on the general Program Committee compared the vocational directors' list with those indicating top occupations in the labor market area. They also sought input from the 12-member General Advisory Committee, which represents major businesses and industries in the area, and they reviewed student interest data. The result of this assessment will be the identification of programs to propose for implementation in 1988.

Program planning committees for programs implemented in 1985 and 1986 upgraded their proposals during the first few months of the 1986-1987 school term. Insights gained through experiences with task list verification and the VIP program were incorporated.

PPC's planning to implement their programs in 1987 are completing their proposals concurrently. Facilitators will be leading employers through the structured group interview process of task list verification for these programs. A student aide has been acquired to assist with clerical functions and the VIP. A coordinator has been retained to recruit employers for the verifications. During second semester 1987, verifications will be conducted for programs proposed for 1988 implementation.

A recognition event is planned to thank all staff members for their efforts in the development of the Cooperative. In addition, all of the 600 vocational-related staff members will be oriented to the Education for Employment goals for 1986-87.

Updated and new program proposals with curriculum revisions will be reviewed by standing committees consisting of one to three representatives from each participating district for components reflective of that committee's specific interest. Focus areas are master schedule and facilities, student services, and finance. At the completion of that review, proposals will be approved by the Program Committee, Administrative Council (vocational directors), Board of Control, and local district curriculum committees. After acceptance at all levels, these groups will assist with specific implementation plans for information dissemination to students.

As the Cooperative has developed, it has perceived the need for expansion in two other arenas. The Student Services Committee will centralize its focus this year on the development of a proposal for a regional job placement system. In addition, a Marketing Ad Hoc Task Force, composed of General Advisory Committee members and local district community relations directors, has been established to develop a general marketing plan for the Cooperative.

Major Focus—Task List Integration

The use of the verified task lists to upgrade curriculum will have the greatest impact on the improvement of instruction. Eight master instructors from the high schools and community college in the five occupational areas were trained as program advisors. They will lead the PPC's through an assessment of existing curricula in relationship to tasks on the locally verified lists. They will develop a chart indicating:

- * tasks that are taught through the current course objectives,
- * tasks not taught through the current course objectives, and
- * objectives that are taught currently in the course for which there are not tasks on the verified list.

This chart will be developed by representatives for each participating district. When completed, all districts will compare results, and the PPC will compile a final report indicating a consensus of the level of training where objectives for the tasks should be taught uniformly in the Cooperative. The report will be submitted to the general Program Committee in April 1987. After review, that committee will develop curriculum renovation directions for each PPC in the 1987-1988 school term.

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